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ABSTRACT

The effects of differential verbal response patterns of mothers on the self esteem of their children were explored by means of a stratified random sampling of 203 eighth grade children and their mothers. Test results showed that there is a relationship between the way in which a mother responds to her child in negative situations and the child's self esteem for the inner city sample only. Significant differences are observed between the responses of the inner city black sample and the suburban white sample. Inner city mothers were found to be less descriptive and their children had lower estimates of self esteem than did peripheral city and suburban mothers and their children. Discussion focuses on theoretical support, cultural differences, and import for future inquiry. It is suggested that practical application of the findings extend beyond the parent-child home relationship to the teacher and other members of the community. (Author/NH)

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DIFFERENTIAL RESPONSE PATTERNS

AS THEY AFFECT THE SELF ESTEEM OF THE CHILD

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The present investigation was an attempt to study the effects of differential response patterns of parents on the self esteem of the child. Interest in this area of parent-child relations emerged from the theoretical assumptions of Ginott (1965). Essentially, he contends that the manner in which the parent responds verbally to the child's behavior and/or verbalizations will significantly effect the self esteem of the child. More specifically, the more verbally descriptive a parent is in responding to the child's behavior, the greater likelihood that the child will have high levels of self esteem. It is also suggested that the more verbally judgmental a parent is in responding to a child's behavior, the greater the likelihood that the child will have low levels of self esteem.

To assess this problem, the following hypothesis was tested:

> Parents who are found to be more descriptive than judgmental in responding to the behavior and/or verbalizations of their child will have children with higher measured self esteem. Parents who are found to be more judgmental than descriptive in responding to the behavior and/or verbalizations of the child will have children with lower measured self esteem.

Two hundred and three eighth grade children and their mothers were chosen by means of a stratified random sampling of available schools from a large metropolitan public school system and five suburban school districts within the County of Erie, State of New York (U. S. 1970 Census: Pop. 1,103,813).

The children were administered the Self Esteem Inventory (Coopersmith, 1960) to obtain an overall estimate of the child's level of self esteem. The mothers were administered the Parental Response Inventory (Miller, 1969), to assess and differentiate between descriptive and judgmental response patterns of parents.

The approach advocated by Ginott derives largely from a Rogerian theroretical basis. While Rogers has not developed a theory of child growth and development or subjected his thinking in this area of parent-child interaction to empirical validation, his phenomenological orientation is readily applied in exploring the interactive process under investigation. According to Rogers (1951), growth forces are a part of every individual. When the individual is free to grow, the process of self-actualization occurs. As this individual self develops and matures within its own perceptual field, a need for positive regard from those significant others in the life-space emerges. In the perceptual field of the child, the family serves as the primary social unit. The parents, within this family structure, act as socializing agents in providing goals and values from which the child develops various patterns of behavior. Such behavioral patterns form the basis for interaction with others. In turn, these behavior patterns elicit reactions in the form of verbal and/or non-verbal responses from these significant others. These responses serve as indicators to the child of who he is and how others feel about him. The more positive responses provide input for a favorable concept of self and result in self actualization. The more negative the attitudes and feelings expressed through the responses of others, the more incongruent is the state of the individual and the less likely are his chances of attaining self-actualization.

Studies by Dittes and Capra (1962), Zimbardo and Formica (1963), and Sampson (1965) have all found that ego functioning and development of the self-concept is a function of parental appraisal of the child's behavior. Studies by Zemlick (1953), Sewell, Mussen, and Harris (1955), and Rosenberg (1965) found that high self-esteem is related to parental acceptance. On the other hand, children with low self-esteem were found to have familial conditions which were characterized by a lack of respect and worth toward the child, and

a scarcity of guidance extended to the child by the parents. Rosenberg (1965) focused primarily on "interest in the child" and found that the consistency of results based on three recurrent sets of life experiences--the child's friends, his report card, and his interaction with his parents--suggests that there is a strong relationship between parental indifference and low self-esteem. Weiss (1969) investigated home environmental factors related to self-esteem. He found that parental evaluations of the child appeared to have more importance on the child's self-image than any other home environmental process variables. Results indicated that mother evaluations toward the child appeared to be of much greater importance than father evaluations for both males and females. Since mother assumes the earliest importance and spends more time than does the father with the child, Weiss concluded that it is not surprising that mother evaluations are most influencial in the development of the child's self-image. This being the case, efforts to obtain maternal estimates of parental modes of verbal response would seem to represent an influential factor related to the self-esteem of the child.

Coopersmith (1967) has examined the consequences of parental treatment and its affects on the self-esteem of the child. His findings suggest that the child who was found to have low self-esteem was unlikely to believe that personal actions can have a favorable outcome, that he can cope with adversity, or that he is worthy of love and attention. Furthermore, children found to have low self-esteem generally came from families where the level of stimulation and facilitation within the family was low. He also found that children with high levels of self-esteem were generally more independent, outspoken, exhibited exploratory behavior, and asserted themselves in terms of their rights. On the otherhand, children who were found to have low levels of self-esteem were likely to be conforming, helpful, obedient, accomodating, and passive in life-style.

The children and their mothers chosen for this study represented a wide range of social backgrounds and were heterogeneous with respect to intelligence and achievement. Subjects were chosen by means of a stratified random sampling of available schools and involved four designated inner city schools, three peripheral city schools, and five suburban schools representing seven suburban towns and villages in Erie County. While it would have been highly desireable to involve both parents of the children involved in the study, this was not possible. For many core city children, the only constant relationship appeared to be with the mothers. The selection of the mother was a function of the selection process employed for the child. All participation was on a voluntary basis.

Results reveal that, for the black inner city mothers and their children, the level of maternal descriptiveness in negative situations significantly affects the self esteem of the child (Table I). This relationship is found to be in a positive direction suggesting that when mother's verbal response pattern is evaluative in negative situations, the self esteem of the child is found to be lower than when the mother is descriptive. The self esteem of the child is not significantly affected by mother being evaluative in positive situations. This latter finding is consistant across all socio-cultural and racial levels (Table II, III). The unique and perhaps, novel aspect of Ginott's approach holds that praise toward the child is not as helpful in self esteem building as describing the positive situation to the child and allowing him to infer from this parental approval of his behavior and/or verbalizations.

The finding of a significant difference between the Inner City Black Sample and the Suburban White Sample in their level of maternal descriptiveness in negative situations and the general self image and the home-parent self image

of the child raises some interesting speculation related to modes of parental behavior in responding to the child (Table IV). Perhaps it is the nature of the judgmental response of inner city mothers toward their children that is uniquely different from that of mothers in the suburban sample. The finding that this is especially true in the case of inner city black males may be related to more pronounced measures of physical punitiveness that accompanies negative evaluations of inner city mothers toward their sons. That this conjecture has substance and credibility remains for future study.

In considering the results obtained, the question of cultural differences is raised. The design of this investigation permitted an evaluation by social strata, as well as by race and by sex. No significant sex differences were realized for any of the socio-cultural levels. Racial differences were apparent between the inner city blacks and the suburban whites, peripheral city blacks, and peripheral city whites. This suggests that the verbal response patterns of blacks in the inner city are different from blacks in the peripheral city area and white overall. They are different in the sense that black mothers in the inner city tend to be more judgmental than black mothers in the peripheral city sample. This finding, therefore, fails to support differences on racial grounds but strongly suggests differences on socio-cultural grounds related to environmental factors. Offered as possible environmental factors in attempting to explain the differences between inner city blacks and peripheral city blacks are such factors as the social history related to the Negro American, selective migration, and variables related to the family including family cohesion, habits, and attitudes.

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Explanation for the significant relationship between maternal descriptiveness in negative situations and the self-esteem of the child for the inner city sample, draws heavily on some very recent contributions and findings related

to the Negro American including cultural ties, social status, identity in the home, family, and community. Grier and Cobbs (1968) have addressed themselves to the perplexing issue of the mother-child relationship in Black America. They have found in both theory and in clinical experience, the patterns of parental discipline have focused on constricting, subverting, and "camouflaging" male assertiveness in the black child. The authors came to the conclusion that child-rearing for the black community is primarily the responsibility of the mother. For this reason alone, the difference observed between inner city blacks and suburban whites may herein find some degree of explanation. The findings, which suggest that maternal descriptiveness in negative situations is related to the self-esteem of the child for inner city blacks only, may be related to mother's role as head of the household, child-rearer, and as mother in the home. The burden of this multi-purpose role may suggest that verbal response patterns of parents significantly affect the self-esteem of the child when the role of the parent is not so much the nurturant mother, but the child-rearing, disciplining, head of the household. This "life of necessity", wherein the mother's role is defined in a totally different perspective than where she is not required to bare sole responsibility for child-rearing, disciplining, nurturing and serving as head of the house, may well result in limited patience and difficulty in selecting the appropriate response for the given situation. Consequently, her ability to respond descriptively is impaired by the multiplicity of factors entering the situation. Where greater freedom in role and a "life of options" is found, the mother may experience less difficulty in communicating in a descriptive manner.

Rainwater (1966) found that in 1960, forty-seven percent of the Negro poor urban families with children had a female head. Noting that cumulative statistics are difficulty to obtain, and taking into account the fact that the

median age of the children in those families sampled was six years old, Rainwater concluded that, "it seems very likely that as many as two thirds of Negro urban poor children will not live in families headed by a man and a woman throughout the first eighteen years of their life," (169). In this present study, sixty-four percent of the mothers of inner city black males were considered to be head of the household. For mothers of inner city black females, the percentage was slightly less at fifty-four percent, but the realization is that in better than half of the total inner city sample, the father was not considered to be a regular member of the household. These findings, together with those of Rainwater, not only point up the burden the black mother faces in rearing her children, but also draws attention to the fact that the role the single parent plays within the family structure may have much to do with the effects of verbal response patterns on the self-esteem of the child.

A difference in the values system of the inner city blacks and the suburban whites probably exists. Kohn's (1963) study concluded that the middle class values center primarily on self direction and individuality. This could suggest that suburban children would be much less affected by judgmental parental responses than would inner city children. It would also account, at least in part, for the environmental differences which in the suburbs encourage the self direction of the child through the guidance of organized and tested social institutions. The inner city probably is much less able to provide comparable types of guidance which instill positive self direction. The burden for this, in the suburbs, is distributed through the home, school, and various youth organizations but in the inner city, becomes the major responsibility of the mother. This study suggests that the role the mother assumes in the inner city may well be a very significant role in terms of the self-esteem of the child. Maternal descriptiveness in negative situations appears to be of primary importance as it effects the inner city child's level of self-esteem.

The analysis of the peripheral city data supported the contention that race alone was not a factor in the consideration of verbal response patterns of mothers on the self-esteem of the child. Rather again, as in the inner city results, environmental factors tend to influence this relationship. Peripheral city black mothers were found to be more descriptive in negative situations than in positive situations when compared with inner city black mothers and peripheral city and suburban white mothers. At the same time, maternal descriptiveness was not found to be significantly related to the self-esteem of the child for black peripheral city mothers. This finding suggests that, when the role of the mother involves being head of the household, and thereby may involve much more of the child-rearing and disciplining as might be found where these responsibilities are shared, it becomes increasingly apparent that maternal role seems related to the effects that verbal response patterns have on the self-esteem of the child.

Social class differences related to parental modes of behavior and their subsequent affect on the personality development of the child have been studied by Bronfenbrenner (1958). He attempted to explain differences between middle class and lower class persons by focusing on the higher level of education and intellectual functioning of middle class parents over lower class parents, and the greater exposure of middle class parents to expert opinion through contacts and readings on child-rearing practices. The educational level of mothers of black peripheral city children is found to be the highest of all the subgroups broken down by both sex and race. The mean attained level of formal education for black peripheral city mothers is 14.7 years suggesting that many of these mothers are educated beyond high school and achieved some level of college and/or professional training. When compared with the formal education of inner city black mothers, a difference of significant proportion is found to exist. This finding seems to indicate that the differences noted are not as much due to race,

as they are due to environmental conditions. Variation in environmental conditions for inner city and peripheral city families exists, with the inner city most characteristic of the lower social class and the peripheral city most characteristic of middle class residents.

Peripheral city mothers, and black mothers in particular were found to have more formal educational training then the other subgroups. This finding may be related to the fact that when these mothers were found to be more descriptive than judgmental, their child's level of self-esteem in areas related to school was found to be significant. This suggests that school related areas are probably emphasized and positive performance is reinforced. Furthermore, their verbal response patterns in negative situations probably do not have an adverse effect on the self esteem of the child. This seems to be explained by the fact that mothers in this sample tended to be less judgmental toward school problems, resulting in the child's positive self-image in school and academic performance.

Another possible explanation for the differences obtained between peripheral and inner city black mothers focuses on the emigration of the better educated, trained, and more successfully functioning families from the inner city to the peripheral city areas. Hauser (1966) explored the integration of the inner city black family into the white community and the migration of the Negro from the ghetto to peripheral city and suburban areas. Among his findings, Hauser reported tremendous emphasis on improved education. When viewed in this light, these findings seem consistent with the mood of middle class Black America today. Hauser noted a 93 percent increase in school enrollment for children six to thirteen years of age over the past fifty years. While this investigation is not directly concerned with emigration or improved education, this trend seems significantly related to the variation in findings for the lower class inner city blacks and the middle class peripheral city blacks.

Finally, an explanation is offered in an attempt to account for the results observed with respect to this first hypothesis. Perhaps the moderately low yet significant correlations obtained between maternal descriptiveness in negative situations and the child's level of self-esteem can be explained in the light of Rosenberg's (1965) finding that a positive experience in the home, with peers, and in the school setting is related to high self-esteem. This study has tapped but one of these three sources--the home situation and specifically the mother-child relationship. It is conjectured that the correlations would be somewhat higher if an estimate of self-esteem related to peer relations and the school area could be combined with the data available for the home situation.

Issues and Implications for Further Research:

While the results of this investigation answer some of the questions of both a theoretical and practical nature, it also raises others. To the extent that parental mode of verbal response to a child's behavior and/or verbalizations effects the self-esteem of the child, the obtained results suggest trends and guidelines for present analysis and future investigation. A number of questions are posed which may indicate the need to re-assess the theory and methodology employed in this investigation.

The presence and importance of verbal response patterns seems significantly related to the self-esteem of the child. The findings, however, also emphasize the need for further validation studies, tighter controls, and revision of theory. To explore this area in greater detail and under more controlled conditions, with perhaps the use of experimental groups, such as ad hoc family groups and natural family groups observed under controlled conditions, could and should be attempted. The possibility of selecting samples from various levels of socio-cultural stratification and dividing them into treatment and non-treatment groups with detailed instructions to parents in how to be

descriptive in their response patterns would provide for a more accurate assessment of the effects of being descriptive on the self-esteem of the child. Pre-test and post-test measures on both parents and children of both groupings with retesting at regular intervals would tend to give a more accurate picture of the process and greater insight into the plausibility of the underlying theoretical assumptions.

An issue worth considering is the effect of being descriptive on the parent-child relationship itself. Essentially, the question is raised of whether there is a point when the use of descriptive response patterns, regardless of the situation, becomes a burden on the mother's efforts to be genuine with her child? The results obtained certainly imply that this may present itself in real life. The natural dialogue between parent and child may be handicapped if the "descriptive" element has not been absorbed into the general pattern of response of the parent. Thus, the extent to which the parent is able to accept the worth and value of being descriptive, as well as, the ability to develop and utilize this quality consistently with the child, must be considered. Efforts to train parents in descriptive behavior and subsequently assessing its impact on the attained level of self-esteem of the child might be effective, but only if descriptiveness is a genuine part of the parents behavior repetoire.

A parents' response in negative situations according to these findings has a significant relationship and positive effect on the self-esteem of the child for inner city black males and females. There was no support for this relationship, however, in situations considered to be positive in nature.

Descriptiveness, by definition, requires the parent to verbalize in a descriptive manner any specific situation, but to make no direct evaluative comments toward the child. The impersonal relationship this may create between the parent and the child seems to be a rather high price to pay for improved

self-esteem. The price seems even greater in positive situations where praise or complimentary comments are in order, than in negative situations where discipline or reprimand may be called for. Being descriptive does not permit the parent to state "You did a fine job." Instead, it demands that the focus be on the "job" and credit for the job should only be inferred by what the parent says. Given a situation where the child has just washed the dishes, a descriptive response might be stated this way: "The dishes are all finished. They look so clean. Thank you." On the other hand, a judgmental response to this situation might be said in this way: "You sure did a great job washing the dishes. Thank you." The possible inference in this situation might be: "I did a great job and mother appreciated it very much." The assumption is made however that the child is able to make the appropriate inference. With positive situations, as our dish washing example might exemplify, there would seem to be no harm in using a descriptive or judgmental response in so far as either may effect the self-esteem of the child. Furthermore, this position is supported in the research results. A revision to the theoretical contention of Ginott so as to include this finding would seem to be in order.

However, situations beyond this simple positive, and non-threatening example cited present complexities which may call for caution against being judgmental in evaluation and accusation. Take, for example, the difference between "You are sloppy and inconsiderate in leaving this messy room," and "This room is in a mess. It needs to be cleaned up." There is a certain credibility to Ginott's notion with a negative example such as described. The situation stated without direct accusation may not only salvage the self-esteem lost by using the former quotation, but also keep the relationship between the parent and the child intact and stable.

An interpretation of the results obtained in this investigation have focused on the mother's role within the family as related to the way in which she might respond to her children. Differences between mothers in the inner city and mothers in the peripheral city and suburban samples may be related to the presence or absence of the father in the home. In inner city families the mother is often required to serve as the primary child-rearer for her children. The differences found in this study could be explained by this artifact. Where both parental figures are present in the home, verbal response patterns may not have as significant effect on the self-esteem of the child as was earlier thought. Conversely, in one-parent homes, verbal response patterns of that parent seem to take on an especially critical quality. In fact, it was found that black mothers in the inner city were less descriptive than were mothers in the peripheral city and the suburban areas regardless of race. Furthermore, the children of black inner city mothers were found to have lower levels of self-esteem in areas related to general self-image, social self, and self-esteem related to home and parents. This supposition could be tested by comparing the responses of mothers in both inner city and suburban samples where there is no father in the home. The reason for the father's absence, the legnth of his absence, and the number of children in the family would be crucial factors to control in testing this hypothesis. Unfortunately, the present suburban sample does not lend itself to comparison because of the extremely small number of homes without fathers.

The sampling of fathers' verbal behavior in the suburban sample could be compared with the way in which inner city mothers respond to their children. Comparing parents considered to be "head of the household" regardless of sex to see if this position is critical should be attempted.

The limitation on the choice of subjects in studies of parents is most obvious in research efforts to date. Participation of family members other than the mother seem clearly warranted. Greater efforts need to be made in involving the participation of fathers in studies related to parent-child relations, so as to clarify the interactive patterns within the context of family dynamics.

Certain problems related to measurement arise in considering that environmental influences affect a persons ability to respond to written and verbal tests. The validity of the measures used is somewhat limited therefore by the variation in samples. The self-esteem measure has been validated on mostly white children. The black child's performance and response to this instrument may be totally different from that of the white child. Furthermore, the construct of self-esteem may have somewhat different meaning and implications across socio-cultural stratification levels. It is therefore with these considerations in mind that caution toward their interpretation is endorsed and greater efforts toward obtaining culture-free estimates of these variables is made.

Some practical recommendations emerge from the results. The application of these findings extend beyond the parent-child relationship in the home, to the teacher and school personnel and other members of the community. What seems most apparent from the results is that being descriptive in negative situations, especially with respect to inner city children, may not improve the child's level of self-esteem substantially, but it may well prevent a deflation of self-worth and self-image. The results also suggest that in positive situations, the use of either descriptive or judgmental response patterns does not seem to impair the self-esteem of the child.

These results are particularly applicable to the area of counseling and human relations. The interactive process which was explored between the parent

and the child lends itself as a starting point from which to investigate still another crucial aspect of the counseling process. The development and refinement of the Parental Response Inventory, which was developed specifically for use with parents in this study, could serve as a useful tool for screening purposes, counselor selection and training programs. It may provide insight into the verbal response patterns developed by such persons. In a therapeutic sense, it may lend greater awareness to those individuals who could profit and grow with the knowledge that they tend to respond in such a manner as may be helpful or impair their relationship with other persons.

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Table I

Means, Standard Deviations and Correlation Matrices for Subscales of the Parental Response Inventory and Self Esteem Inventory for Inner City Sample.

Males and Females (N=35)

			Positive Situations	Negative Situations	Total
		M	11.97	9.31	21.29
	M	S.D.	3.02	3.07	4.76
General Self	15.31	4.56	.04	.50*	.35*
Social Self	5.31	2.07	.18	.62*	.52*
Home-Parent	4.23	2.64	.13	.52*	.41*
School-Academic	3.69	1.86	.04	.39*	.28*
Total	28.46	9.26	.10	.63*	.47*

Males Only (N=22)

			Positive Situations	Negative Situations	Total
		M	11.68	8.82	20.50
	M	S.D.	2.78	3.61	4.84
General Self	15.27	4.43	-.12	.61*	.38*
Social Self	5.05	2.24	.17	.67*	.60*
Home-Parent	4.14	2.46	-.07	.64*	.43*
School-Academic	3.45	1.79	-.21	.39*	.17
Total	27.77	9.17	-.08	.73*	.50*

Females Only (N=13)

			Positive Situations	Negative Situations	Total
		M	12.46	10.15	22.62
	M	S.D.	3.45	1.63	4.50
General Self	15.38	4.96	.24	.32	.30
Social Self	5.77	1.74	.17	.37	.26
Home-Parent	4.38	3.01	.35	.34	.39
School-Academic	4.08	1.98	.31	.41	.39
Total	29.62	9.66	.32	.41	.40

*$p < .05$

Table II

Means, Standard Deviations, and Correlation Matrices for Subscales of the Parental Response Inventory and the Self Esteem Inventory for the Suburban Sample.

Males and Females (N=97)

			Positive Situations	Negative Situations	Total
		M	12.39	11.84	24.23
	M	S.D.	2.54	2.93	3.58
General Self	18.54	6.80	.04	.14	.14
Social Self	5.94	2.00	.11	.09	.16
Home-Parent	5.59	2.14	.12	.02	.10
School-Academic	4.30	2.03	-.06	.01	-.04
Total	33.80	8.59	.08	.07	.11

Males Only (N=53)

			Positive Situations	Negative Situations	Total
		M	12.08	11.74	23.81
	M	S.D.	2.67	2.88	3.49
General Self	19.15	8.38	.03	.18	.17
Social Self	5.77	2.12	.06	.08	.11
Home-Parent	5.62	2.28	.19	.04	.17
School-Academic	4.25	1.86	-.09	-.08	-.14
Total	33.77	9.19	.16	.05	.09

Females Only (N=44)

			Positive Situations	Negative Situations	Total
		M	12.77	11.95	24.73
	M	S.D.	2.36	3.01	3.66
General Self	17.80	4.17	.11	.09	.15
Social Self	6.14	1.85	.17	.11	.20
Home-Parent	5.55	1.99	.03	-.01	.02
School-Academic	4.36	2.23	-.04	.09	.05
Total	33.84	7.90	.10	.10	.15

*$p < .05$

Table III

Means, Standard Deviations and Correlation Matrices for Subscales of the Parental Response Inventory and Self Esteem Inventory for the Peripheral City Sample.

White Males and Females (N=48)

			Positive Situations	Negative Situations	Total
		M	12.08	12.12	24.21
	M	S.D.	2.58	2.51	4.09
General Self	17.73	4.35	.01	.05	.04
Social Self	6.06	1.84	-.02	-.01	-.02
Home-Parent	5.17	2.04	.06	-.04	.01
School-Academic	4.42	1.96	.02	.21	.15
Total	33.42	7.72	.02	.08	.06

Black Males and Females (N=14)

			Positive Situations	Negative Situations	Total
		M	10.64	13.14	23.79
	M	S.D.	3.01	2.68	4.41
General Self	20.29	2.89	.09	.01	.07
Social Self	6.50	2.14	-.31	.42	.04
Home-Parent	6.64	1.15	.29	.19	.32
School-Academic	4.93	1.59	-.02	.42	.24
Total	38.36	5.54	-.01	.32	.19

Table IV

Analysis of Variance for the Effects of Sex and Race on Maternal Descriptiveness and the Self Esteem of the Child for Inner City and Suburban Samples.

Source	Scale	SS	F(1,128)
Sex	Positive Situations	24.24	3.42
	Negative Situations	17.05	1.94
	General Self	16.14	.40
	Social Self	14.88	3.74
	Home-Parent	1.53	.29
	School-Academic	2.62	.66
Race Eliminating Sex	Positive Situations	3.15	.44
	Negative Situations	156.62	17.84*
	General Self	278.16	6.97*
	Social Self	8.34	2.10
	Home-Parents	46.51	8.84*
	School-Academic	8.99	2.26
Interaction	Positive Situations	1.99	.28
	Negative Situations	11.30	1.29
	General Self	17.87	.44
	Social Self	7.31	1.84
	Home-Parents	4.05	.77
	School-Academic	1.54	.39

*p < .05